



School Report

School Name: Mayfield School (Blenheim)

Profile Number: 2912

Location: Blenheim

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

About the School

Mayfield School provides education for learners in Years 1 to 6. At the time of the review, 83 learners were enrolled in the school. The school roll is 33% European/Pākehā learners, 47% Māori learners, 11% Pacific learners and the remainder from other ethnicities. Learners are encouraged to use and live the school values of *Whakawhaungatanga, Manaakitanga, Hauora* to support their learning wellbeing.

Part A: Parent Summary

How well placed is the school to promote educational success and wellbeing?

How well are learners succeeding?	The school is working towards high levels of success and progress for all learners.
What is the quality of teaching and learning?	Learners benefit from good quality teaching practice that improves progress and achievement in reading, writing and mathematics. The school is improving teaching and learning.
How well does the school curriculum respond to all learners needs?	Learners have sufficient opportunities to learn across the breadth and depth of the curriculum. There is an increasingly consistent focus on supporting learners to gain skills in literacy and mathematics. Learners with complex needs are well supported to achieve their education goals.
How well does school planning and conditions support ongoing improvement?	The school is establishing planning and conditions that support improvements in the quality of education for learners.

How well does the school include all learners and promote their engagement and wellbeing?	The school reasonably promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	The school is improving its reporting to parents / whānau about their child's learning, achievement and progress. The school is improving its collection and use of information gathered through community consultation to inform strategic planning and curriculum decisions.
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	A large majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Writing	A small majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.
Mathematics	A large majority of learners meet or exceed the expected curriculum level. Results are not yet equitable for all groups of learners.

Attendance

The school is behind the target of 80% regular attendance.

The school is developing a suitable plan in place to improve attendance.

Regular attendance is improving towards or beyond the target.

Chronic absence is reducing over time.

Assessment

The school is improving its approach and the reliability of its practices to accurately find out about achievement against the curriculum.

Teachers are developing assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

Progress

The school is developing good quality planning to increase the rate of progress for all groups of students.

The school has to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making some progress towards meeting Government reading, writing and mathematics and/or pānui, tuhituhi and pāngarau for 2030 and agrees this will need to be a key strategic priority.

An explanation of the terms used in the Parent Summary can be found here: [Guide to ERO school reports](#)

Part B: Findings for the school

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

Areas of Strength

Learners express a sense of belonging, and knowledge of the school values; learners are well supported through inclusive teaching and school practices to ensure their wellbeing needs are met.

Leaders are strengthening relational trust and effective collaboration across the school as they work towards achieving improvement priorities. Leaders provide effective and targeted professional learning for teachers to support improvement of school-wide teaching practice.

Structured literacy is embedded across the school through the *Better Start Literacy Approach (BSLA)*. A structured mathematics programme has been implemented, and professional learning is supporting delivery of the mathematics programme.

Staff work collaboratively and engage in professional learning that strengthens efficiency in their teaching practices to improve outcomes for all learners.

A shared school-wide understanding of evaluation for improvement is developing; the school is working towards a planned approach to school improvement.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- develop consistent monitoring and assessment practices that respect cultural identity and engage all learners
- effectively analyse and use assessment information for informing teaching, learning and reporting
- strengthen teaching practice across the school to improve outcomes for learners, particularly for groups of learners in writing
- develop attendance procedures, alongside whānau engagement, to increase regular attendance.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within three months:

- teachers complete professional learning in e-asTTle writing assessment to further develop their knowledge and skills in the effective use of this assessment tool
- teachers engage in professional learning for the new mathematics curriculum to inform and grow their mathematics programme design and teaching practice
- leaders implement a professional growth cycle plan which includes classroom observations to provide feedback to teachers on how well they are improving student achievement
- leaders will develop an attendance and whānau engagement plan and implement it across the school

Every six months:

- evaluate learner progress and achievement in reading, writing and mathematics; focus on increasing and sustaining high quality teaching to ensure excellence in learner outcomes
- monitor classroom teaching practices with a continued focus on strengthening high-quality practice
- use quality evidence, including learner outcomes and community feedback, to inform strategic planning of school-wide goals

Annually:

- engage with the community to check and ensure that their aspirations are reflected in all aspects of the school strategic direction
- further strengthen trust between the school and community improving learner success and engagement
- review and refine clear expectations for high-quality teaching; document and use high-quality evidence to inform school-wide planning
- review learning programmes to align with national curriculum changes.

Actions taken against these next steps are expected to result in:

- improved learner progress, achievement and equity in reading, writing and mathematics for all learners
- high-quality teaching that has a focus on improving and sustaining outcomes for all learners; strengthened expertise in, and consistent and effective use of, selected assessment tools
- strengthened internal evaluation practices that support learner progress and achievement, and informs school-wide planning
- improvement in regular attendance and engagement of all learners.

Part C: Regulatory and Legislative Requirements

Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some regulatory and legislative requirements in the following areas:

Board Administration

Yes

Curriculum

Yes

Management of Health, Safety and Welfare

Yes

Personnel Management

Yes

Actions for Compliance

ERO has identified the following areas of non-compliance during the board assurance process:

- Safety checking of workforce meets legislative requirements including keeping accurate records about each aspect of the safety checking process
[Sections 25 to 27, Children’s Act 2014; Regulations 5 to 8, Children’s (Requirement for Safety Checks of Children’s Workers) Regulations 2015; Section 104, Clauses 9 to 12, Schedule 4 Education and Training Act 2020].
- Policies and procedures must comply with physical restraint regulations, rules and guidelines
[Education (Physical Restraint) Rules, 2023; Sections 99 to 101 Education and Training Act, 2020].

The board has since addressed the areas of non-compliance identified.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools (Acting)

26 March 2025

Education Counts

This website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home